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ABSTRACT

This book summarizes the experiences of nurture groups (small special education classes started in 1970 in London schools), where young children from disadvantaged environments are prepared to access the full primary school curriculum. Chapter 1, "Children at Risk of Failure in Primary Schools" (Marion Bennathan), discusses the incidence and early identification of psychosocial disorders; emotional and behavioral problems as a special educational need; and the impact of the 1988 and 1993 Education Acts and the 1994 Code of Practice. Chapter 2, "The Nurture Group in The Primary School," reproduces Marjorie Boxall's 1976 pamphlet, describing nurture group organization and operation, measurement of child progress, and return of children to the mainstream. Chapter 3, "Nurture Groups in the 1990s" (Marion Bennathan), describes implementing and evaluating nurture groups, especially how they meet the educational prescriptions of the 1988 and 1993 Education Acts. Chapter 4, "Responding to Children's Needs" (Marion Bennathan), examines educational deficits present in children participating in nurture groups, teaching practices used to help children relate to others, and strategies for creating an intellectually stimulating atmosphere. Chapter 5, "Preventing Educational Failure" (Marion Bennathan), examines assumptions that have influenced thinking and policy about children's education, including the use of the IQ as an explanation for educational failure, interest in social deprivation, increased special education services for "maladjusted" children, the mystique of special schools, the impact of the Warnock Report and the 1989 Children Act, and the views espoused in Instrumental Enrichment, High/Scope, Vygotsky's and Bowby's theories. Contains 54 references.